

# HOLLY THE LEAF

VOL. 1.

Maryland State Normal School, Salisbury, Md., January, 1927

No. 4.

## MUSIC IN THE RURAL SCHOOLS

(Extracts from an address on Rural School Music given at a recent meeting of the N. E. A., by Thomas L. Gibson, State Supervisor of Music in Maryland.)

### Time Allotted In Maryland's Rural School Program

The rural school program in Maryland provides for class study of music a minimum of 60 minutes out of a school week of 1800 minutes. This does not include, however music during opening and closing, or any special exercises, of which music may be a part. A tentative course in music has been placed in all our rural schools, and in this course the seven grades are divided into two groups for the music lessons. Grades one, two and three constitute the primary group and the other four grades, the grammar group, classified, respectively, as Groups A and B. It is believed that the grammar group may receive valuable musical experiences from listening to and taking some part in the music taught to the primary group, so that the grammar group receives actually more than 60 minutes of music study each week.

These 60 minutes for music do not, in my opinion, give enough time to this subject, when compared with 545 minutes given each week to reading; 225 to arithmetic; 195 to language; 80 to writing; etc., etc. In making this comment, however, we must not forget that the children receive valuable musical experience in school in addition to that obtained from class drill. As a matter of fairness, also, in making a comparison of the time allowed for music study with the time allotment for other subjects, it should be remembered that while to reading, for example, 545 minutes per week have been allotted, this time must be divided among four or five classes, and that in music the entire school is taught, in most instances, as one class. The necessity, for a greater amount of individual attention in other subjects must be considered and also that reading is the most important of the subjects taught. With all this in mind, it is my conviction, still, that at least one hour each week, should be used in all rural schools for the purpose of giving the children, through the phonograph, or some other available means, just such musical experience as they have been deprived of during their rural childhood.

### Limited Musical Experience Of Rural Children

As a rule, suburban and city children have, in both their homes and schools, more musical experiences, particularly during their most impressionable years, than rural children have. They hear music almost every day and evening in their homes, in the Sunday Schools, and Churches; at the theatres and movies, or on many civic and social occasions, and learn to recognize and express both rhythm and melody with joy and skill almost as soon as they learn to walk and talk. On the other hand, rural children as a class, are more or less vocally awkward and deficient in rhythmic feeling and expression. In a large number of rural children this awkwardness in voice and movement is pitiable. It is evident in their walk and talk; in their oral reading and attempt at singing; in their shyness, self-consciousness, and barrenness in social life. The feeling of rhythm which

(Continued on page 2)



GLEE CLUB, STATE NORMAL SCHOOL

## LECTURE COURSE

### Short Course of Lectures by Normal School Faculty

"Whenever a new educational institution is established one of the first questions it asks itself is this, 'How can this school best serve the community in which it is located, how can it be of greatest benefit to its neighborhood?'"

The Maryland State Normal School at Salisbury has given serious thought to the above question, and as one way of answering it has instituted a lecture course to be given each winter by members of its staff. The subjects selected are varied each year for in this way it was felt that the lectures would make a wider appeal.

Last year the subjects chosen were those of English and History, three lectures being given in each field. Miss Anne H. Matthews, head of the department of English, talked on "Modern Literature," devoting one evening to contemporary poetry, one to current fiction, and the third to recent books for children. Miss Ida Belle Wilson, of the department of History, spoke of "Women in American History," the periods discussed being those of colonial times, the Revolutionary War, and pioneer life. These lectures were largely attended and many expressed a desire to have the lecture short-course continued.

This year the topics chosen are those of music and professional education. Miss Gladys Feidler, of the department of music, presenting the three offerings in that field and Miss Edna M. Marshall, Director of Training, Mr. T. J. Caruthers, Rural Supervisor, and Miss Alice M. Krackowizer, department of industrial arts, each giving one lecture in the field of education.

The 1927 lecture course follows the precedent of last year in that the subjects are alternated and the lectures are given on Monday nights. The first was given January 17, at which time Miss Feidler presented a musical evening, a discussion of opera. The opera chosen was "Aida" and the story as given by Miss Feidler, was delightfully illustrated by many selections from the opera, an orthophonic victrola being the instrument used.

To those who had heard the opera sung the singers were particularly interesting and to those who did not know it, a delightful introduction to the enjoyment of good music was given.

The program for 1927 is as follows:

## CARNEAN V.S. BAGLEAN

### Carnean Victory 23-17

The first of the series of annual events between the Baglean and the Carnean societies was a Basket Ball game at the Parish House, Friday evening, January 14.

The game was hard fought, with splendid teamwork on both sides. The score stood 3-3 at the end of the first quarter. Probably the most exciting phase of the game came at the end of the second quarter when the Carneans led the Bagleans by one point score, 8-7. Cheered by enthusiastic spectators, the players did their best. The Bagleans worked hard to surpass their opponents and several times the score tied. Nevertheless, the results of the third quarter were 19-11 in favor of the Carneans. The final score, 23-17 revealed for the Carneans a hard-earned victory.

The Bagleans should be especially commended on the sportsmanlike manner in which they took their defeat. Both Carneans and Bagleans deserve great credit for the enthusiasm displayed in the rallying of their teams.

The general impression of the event was one of intense activity. Everywhere comments were heard on the splendid sportsmanship of those who participated.

### Line up

| Carneans       |      | Bagleans     |
|----------------|------|--------------|
| Brinsfield, M. | C.   | Anderson, E. |
| Mitchell, M.   | L.F. | Hankins, M.  |
| Fisher, M.     | R.F. | Smoot, F.    |
| Clark, K.      | S.C. | Scott, M.    |
| Gordy, M.      | R.G. | McQuay, H.   |
| Gooden, E.     | L.G. | McDowell, I. |

### Substitutes

|             |                  |
|-------------|------------------|
| Gooden, S.  | Moore, E.        |
| Beall, M.   | Wheatley, B.     |
| Riggins, D. | Hastings, Isabel |

### Goals

|             |            |
|-------------|------------|
| Fisher, 7   | Smoot, 6   |
| Mitchell, 6 | Hankins, 3 |

Monday, January 17—Miss Gladys Feidler—Aida.

Monday, January 24—Miss Edna Marshall—Frontier Thinkers.

Monday, January 31—Miss Gladys Feidler.

Monday, February 7—Miss Alice Krackowizer.

Monday, February 14—Miss Gladys Feidler.

Monday, February 21—Mr. T. J. Caruthers.

## COUNTY SUPT. SPEAKS AT NORMAL SCHOOL

Mr. James M. Bennett, Superintendent of Wicomico County Schools, visited the Normal School, January 6, 1927. His address to the assembly consisted of a series of questions based upon actual experiences in the various counties. These questions were timely because they gave an idea of the difficulties that do arise in the field of teaching and also an opportunity for preparation to meet these difficulties. Some of the questions representing obstacles that have actually arisen before the teachers already working in the field are given as follows:

What would you do:

1. If three of four children came to your school without breakfast and ate fat meat for dinner?

2. If children who had been exposed to Scarlet Fever or other communicable diseases came to your school?

3. If children came to school wearing insufficient clothing, or stayed at home for lack of sufficient clothing because of lack of money?

4. If one of your children were 75 per cent. deaf, 50 per cent. blind?

5. If one family of children had unclean heads?

6. If some one asked you to teach a Sunday School class?

7. If the parents of your children objected to dancing and you enjoy it?

8. If your County Superintendent told you that your clothing was too extreme?

9. If you asked a parent why his children are often tardy and he says they are as prompt as you are?

10. If you know your school should be consolidated and the parents object?

11. If the parents of the community took the attitude that "the children are ours and we can do with them as we please?"

12. If the children and you made some money for the school and the parents didn't want to spend it?

13. If the teacher before you had wasted forty minutes a day in opening exercises?

14. If your Superintendent told you that you on several occasions closed your school for a teacher's meeting and there wasn't any?

15. If your trustees told you that you were associated with the wrong group in your community?

16. If you decided that your pupils in grades 1 and 2 would do better work if they left their books in school?

17. If your Superintendent confronted you with evidence that you had falsified your summer-school record?

18. If you and your children knew that some children in the room had "sticky fingers?"

19. If you went to school on Monday morning and found some one had been there Sunday and torn up the room?

20. If you received notes day after day to excuse Johnny, Mary, etc., after their last lesson?

21. If you went to school one bright sunny morning and saw your wood pile float across a neighboring field?

22. If the husband of the house where you board becomes too affectionate?

23. If you had a pupil who wouldn't talk?

24. If one of the boys in your

(Continued on page 3)



EDITORIAL STAFF

|                   |                   |
|-------------------|-------------------|
| MADLINE CORDREY   | Editor-in-Chief   |
| DOROTHY O. DRYDEN | Managing Editor   |
| BESSIE YOUNG      | Literary Editor   |
| ALMA SLAUGHTER    | Art Editor        |
| IRENE HASTINGS    | Humor Editor      |
| MARTHA GORDY      | Business Manager  |
| JOHN LANKFORD     | Assistant Manager |

CLASS REPORTERS

|                   |                 |
|-------------------|-----------------|
| JULIA LAKE WALLER | Junior Reporter |
| SARA WILLIAMS     | Junior Reporter |

AIMS: 1. To act as a mirror for student activities.  
2. To afford an opportunity for the expression of the opinions of all those interested in the welfare of the school.  
3. To encourage effective English expression.



## THE PLACE OF MUSIC IN PUBLIC SCHOOLS

The teaching of music in a public school seems at first glance to be an enormous undertaking, but with a well-graded course of study, a series of books in which the subject is developed gradually and systematically and the material well selected, much of the difficulty disappears. The great point is to have pupils learn to do, with facility, the work of each grade before taking up something more advanced. Because music is an art-study in which skill and power are the ends to be obtained, it is necessary to have material that gives many applications of each technical point. These technical points in music are not mastered by going over and over the same exercise, or the same song, but by using many exercises, or songs, of practically the same grade.

Let us notice what Dr. Hinsdale says: "We spend three years in learning to read, and all the rest of our lives in reading to learn." This may be said to be almost as true in music as in English. In the first three years the pupils have had their preceptions awakened to the two elements of music-tone and rhythm. They have learned the symbols for these elements in simple combinations; in other words, they can read simple exercises and songs. The foundation of their music education is laid in the primary grades, and for the average person the entire structure depends upon the sureness of this foundation. The later phases are but the development and growth of what is begun there.

Therefore, can't we say that music should play a very prominent part in every well organized public school curriculum?

## THE VALUE OF MUSIC IN THE NORMAL SCHOOL

Art is the transmission of a noble emotion. The artist feels some wind of the spirit, and his art work transmits this emotion to other men, and this emotion that makes them feel alike, tends to draw them into unity. They begin to see through the same eyes and feel through the same heart. Thus they become kindred, friendly, fraternal.

Edwin Markham.

Is singing a necessary factor in life? Would the world we live in be the same beautiful place, if this natural expression of gladness in man were crushed? Needless to say, it would be a very dreary planet. The naturalness with which a new born babe begins to croon, the song of the mother in lullaby, the stirring music of wars, the song of courage which men sing when caught in the meshes of dire disaster are but small evidences of the power of music. Its spirit is felt in all things that live and

grow, in the hearts of every race from the most primitive of peoples to modern civilization. If we but listen we can hear all nature singing, the wind, the rain, and as the poets say, even the stars.

Since music is of such power, should it not be given a high place in the education of the young, a high place in the education of our prospective teachers?

A teacher who does not appreciate music cannot have the same warmth of feeling for her children, cannot extend a sympathetic hand with the same sincerity as one who sings for pure joy and gladness, as one who is thrilled by the great masterpieces of sound.

Our Normal School is trying to develop in each individual that sympathetic feeling and sincere appreciation for all good music. These emotional feelings may have lain dormant for many years awaiting the right stimuli; they may be in a stage for early growth or they may be well developed. Whatever may be the case we attempt to guide each individual along the right path which will lead to further growth and musical development in the teaching profession.

Most activities of school life include singing. Wherever a group is assembled it is not often that song is lacking. Many times those who have never opened their lips in song will be found singing with the group, first unconsciously, and then, later, independently with genuine enthusiasm.

That music is indispensable has been proved by the fact that it has not only survived through many centuries, but has with each increasing year become more and more a necessary part of the well rounded life.

Let us all help to make this a singing world. In so doing we shall find contentment far superior to that of the most vivid imagination.

Gladys E. Feidler

## MUSIC IN ELEMENTARY SCHOOL CURRICULUM

Music has been known as a universal subject for many years, but only recently has it taken one of the leading parts in elementary school curriculum. For a long time it was discussed whether we should have music as an accredited course in the schools. More and more it is gaining popularity over some of the other subjects. Part of its popularity is due to its many effects upon the child. It gives the child another means of expression. It rests him after a day of school work. Through music he is able to give some of the thoughts that appear in his mind. Various forms of literature are correlated with music. Numerous other reasons make the child of today more and more interested in music. And we as teachers are the main ones to develop these interests.

Sara Gooden, Senior I.  
Emma Gooden, Senior I.

## THE POWER OF MUSIC

Man of us have read the story of "Jason and the Golden Fleece." It is a charming story telling how the hero procured the fleece from the serpent, through the power of good music. The snake, calmed by the lovely strains, fell asleep and the trophy was taken.

Man, like animal, is also charmed by music. Did not David win his way into a great king's heart through playing on his harp? Did not Nero, an ancient emperor of Rome, watch the city burn while he sat entranced under the spell of music? Did not the great kings of the past have court singers whose duty it was to dispel the gloom and care with their songs?

What better manifestation of the charm of music is seen than the mother's sweet lullaby? And again do we not note that one, when tired or sad, instantly turns to music as a medium for release?

The several instances mentioned above are worthy of proving the power of music in the life of mankind.

## YE OLD CAROLING

It was right merrily, that we, the students of the Maryland State Normal School, of Salisbury, did sing out the gladness in our hearts like unto the serenades of merry England, in the days of old, when good King Henry, the second, ruled well the land. For twenty and one days had passed in the bleak month of December and the holy Christmas season of much joyance and revelry was come around again. Now it so happened, that straightway in early morn there arose our goodly band of as merry folk as e'er was seen echoing thru and thru with I wot, bits of song, laughter and jesting, yet at heart, a band with purposes high and noble. And forthwith the jolly company did take to the highways and byways, for each fair friend vowed right gladly, aims of cheering them that needed at the holy Christmas-tide and of repaying the sweet favors of the kind folk. Thus not unlike Merry England's carolers in character and design, the holy band, indeed a goodly sight, did lift up its sweet singing voices and give forth in song, great joy unto them that hearkened.

Julia Lake Waller.

## A MUSICAL WEDDING

Who was the bride? "Annie Laurie."  
Who was the groom? "Ben Bolt."  
Where did they meet? "In the Gloaming."  
Who was best man? "Old Black Joe."  
Who was maid of honor? "Nancy Lee."

Who played the Wedding March? "Darling Nellie Gray."  
What did "Juanita" sing? "O Promise Me."

Where were they married? "In the Little Brown Church."

Where did they go after the wedding? To "Aunt Dinah's Quilting Party."

Where did they spend their honeymoon? In "Maryland, My Maryland."  
Where will they reside after returning? "Mid the Green Fields of Virginia."

Where were their happiest hours spent? At "Home, Sweet Home."

## CALENDAR ASSEMBLIES

January 6-27  
January 6—Address to the school by Mr. James M. Bennett, Wicomico County Supt. of Schools.

January 11—Reports from the students who visited their home-town high schools during the holidays.

January 13—Group singing by the school.

January 18—The Elementary School Problems Class answers questions raised by County Supt., Mr. James M. Bennett.

January 20—A speaker from outside.

January 25—An hour of musical appreciation by Mrs. Lee Englar.

January 27—Current Events, Senior II History Class.

## EDITORIAL NOTES

The Junior Class unanimously elected Mr. Norman Ellis, Associate Literary Editor of The Evergreen.

Miss Isabel Hastings was elected Subscription Manager of The Evergreen.

We regret to say that Miss Lena Reid, Editor-in-Chief of the Holly Leaf, has had to withdraw from active work because of trouble which has affected her eyes. At a meeting of the Holly Leaf Staff on January 12, Miss Madeline Cordrey was unanimously elected to fill the vacancy.

## MUSIC IN THE RURAL SCHOOLS

(Continued from page 1)

Wallashek in his very enlightening book on Primitive Music, has termed the third appetite and its development necessary for normalcy in both child and adult life, has in many instances been suppressed in rural child life. Rural children have not had the opportunity to use their sneaking and singing voices, or to express themselves rhythmically, as frequently as have the children in the more populous centers, nor has it been possible for them to hear the better examples of the speaking and singing voices for imitation. In this particular, there is a great opportunity for the rural teacher who can and who should, through the valuable agency of the phonograph and player-piano, and, above anything else, through her own well trained speaking and singing voice, bring to the rural children, just as soon as they enter school and through their school life, the richness of this experience.

## Music Material Equipment For A Rural School

It has been stated elsewhere in this paper that the best musical instrument that the school can have is the correct singing voice of the teacher, and if all our rural teachers had this acquirement, they could teach music in the absence of any other instruments. But even to the teachers who possess the correct singing voice, there are other instruments and material equipment which may be used in valuable ways. On the other hand, when a teacher believes she does not have any singing voice, and a few are lacking in this respect, then a phonograph with an appropriate stock of records, is probably the first and best instrument to provide. Steps have been taken to have phonographic records made which will substitute for a lack of the singing voice in the teacher. Only a very limited amount of success has been achieved yet. There is a real need in this direction and no doubt in a few years the needs will be partly met at least. In the greatest possibility of its use, however, the phonograph can only be an unsatisfactory substitute for the voice of the living, present teacher. The phonograph, however, is, we believe, a very useful instrument for all schools and has its own distinct place along with other musical equipment and can be turned to more varied uses in the rural school probably than in any other types of schools. It can not take the place of a keyboard instrument nor is it a satisfactory instrument to use in accompanying singing. Its most valuable use is in giving listening lessons to the children and in playing for rhythmic drills. The most valuable keyboard instrument for the school is the player-piano, which may be used either with or without the player attachment. On account of the price of this instrument, it is not within the possibilities of many rural schools. The most practical and satisfactory keyboard instrument for most rural schools, at the present time, seems to be the small folding reed organ. Other valuable equipment are the pitch-pipe, staff ruler, and music in printed form for the grammar grade children. It is very necessary also to have available blackboard surface for illustration and class drill on the interpretation of the eye symbols of music.

## MUSIC MEMORY CONTEST

A music contest of great value was conducted at this school last year under the supervision of the music supervisor. During that time we learned:

1. To love and appreciate good music.
2. To spell correctly the name of the composer and the composition written.
3. To distinguish, by listening, the different orchestral instruments and the different kinds of voices.
4. To picture music and give descriptions of what we thought the composer was trying to portray.
5. To study the life of the composer and learn the circumstances under which the composition was written.
6. To compare the music of composers of different nationalities.

On the day of the contest, the students met in the Assembly room. At a given signal parts of the selections were played. Each student wrote the name of the composition, and the name of the composer. At another signal they stopped writing, holding pencils upright. Thirty compositions were selected from the ones studied in class. Some of the selections played were:

Pilgrims Chorus—"Tannhauser"—Wagner.

Romance—Tchaikowsky.  
The Swan—Saint Saens.  
Ave Maria—Bach-Gounod.  
Spinning Song—Mendelssohn.  
Minuet in G—Paderewski.  
Miserere—"Il Trovatore"—Verdi.  
Prelude in C Sharp Minor—Rachmaninoff.

To a Water Lily—MacDowell.  
At the next assembly prizes were given to those who had had perfect papers. Winners of the first prize were Phyllis Elliott and Sara Gooden; winner of the second prize was Edna Webster.

Our present plans are to hold another music memory contest the last of April, following the procedure used last year.

Phyllis Elliott.

## SENIOR CLASS MUSIC NOTES

It would indeed be difficult to tell all the things which we have learned and studied in our music classes, but I will endeavor to tell a few things which the course has done for the class. We have gained actual experience in the teaching of songs to children with the idea of developing in them a love and appreciation for music, and ability to sing correctly many little songs that will help make their lives happier. In so learning how to teach these songs we ourselves have learned to love and appreciate and understand music. To add to our appreciation of music and of the songs of the elementary school-children we have heard many beautiful classical selections, the work of masters.

Some of the classes have learned much about an orchestra by really making some of the orchestral instruments. Just at present the Seniors are particularly interested in the making of plans for teaching the upper grades.

Irven Downs, Senior I.

## A SONG TO OUR ALMA MATER

Salisbury Normal here's to Thee,  
Hark! how we sing Thy name,  
Loud may our song of praises be,  
And loud may we sing Thy Fame.  
Daughters and sons of the Eastern Shore  
We'll honor Thy memory long.  
May we be always true and loyal  
Salisbury to Thee our song.

School spirit is our slogan here,  
Cooperation, too;  
Love for our Alma Mater, dear,  
And for the tasks we do.  
Willin' to do each task with joy  
We'll honor Thy memory long.  
May we be always true and loyal  
Salisbury to Thee our song.

Salisbury Normal, you are the best  
Better are 'ou than all of the rest.  
Whether at work or whether at play  
You always win the day. Rah! Rah!  
Rah!

## FAMILIAR MUSIC QUOTATIONS

Music has the charm to sooth the savage beast.  
To soften rocks, or bend a knotted Oak.

William Congrew.

Music, when soft voices die,  
Vibrates in the memory.

Shelby.

Such sweet compulsion doth in music lie,

Milton.

Architecture is frozen music.

Schelling.

Ah me! the vision has vanished  
As the music has died away.

Cleopatra.

Music is the motion of all, the movement of God in His Universe.  
Mr. Edwin Markham.

There is music in the beauty and the silent note which strikes, far sweeter than the sound of an instrument for there is music wherever there is harmony, order or proportion, and thus far we may maintain the music of the spheres.

Sir Thomas Browne.

Music is said to be the speech of Angels.

Thomas Carlyle.

## CARNEAN NOTES

The usual Carnean pep was exhibited in the special meeting December 17, 1926. At this meeting Miss Clara Hastings was elected vice-president. It seemed necessary that our competitive events should be advertised. For this purpose a committee was appointed, consisting of one Baglean, one Carnean and one neutral member. Miss Alma Slaughter was elected as the Carnean representative, and Miss Grace Hallam was elected as the neutral member by the Student Council.

## COUNTY SUPT. SPEAKS AT NORMAL SCHOOL

(Continued from page 1)

school used tobacco and told you his mother bought it for him?

25. If one of your pupils came to school two-thirds drunk and a member of his family gave it to him?

26. If year after year you feel that your school has not made anything fit to exhibit at the County Exhibition and your Superintendent demanded that you exhibit something?

27. If you were asked repeatedly to admit beginners in April?

28. If tardiness reaches a point where you must distinguish between unavoidable and avoidable absence?

29. If Johnny hits Charley with a brick and said father told him to do it?

30. If the Superintendent tells you that you are not impartial with the children?

31. If an agent tells you that the Superintendent said you would lose your position if you did not purchase a certain set of books?

32. If on three or four occasions pupils left books so the baby could get hold of them?

33. If one of the pupils was just putting in time due to the attendance law and could not be induced to take any other attitude?

34. If you had bought playground equipment and found some one was tearing it up at night?

## BAGLEAN NEWS

The recent meetings of the Baglean Literary Society have largely been concerned with the contests which are to be held with the Carnean Society on scheduled dates during the school year. The contests decided upon by the two societies consist of basketball games, musical revues, publication for two consecutive months of the Holly Leaf, plays, and declamations. We hope that every member of the society will do his utmost to carry out these plans.



MISS FEIDLER  
Music Instructor, State Normal School

## NORMAL SCHOOL SONGS

The State Normal School at Salisbury, although only in its second year, has several school songs of which we are very proud. These were written by the music instructor, Miss Feidler.

## ALUMNAE SONG

I  
At sunrise, at noon, and at night  
In this school on the Eastern Shore;  
'Mid holly and pines of great height,  
We look ever to its great door.  
And that door stands for knowledge and strength.  
We may enter at will.

Chorus:  
How our hearts beat quick with pride  
When we first may step inside  
Through the door that leads us on  
'Till we see the new bright dawn.  
Dawn of life made brighter far  
Than the fairest evening star.  
With friendship, love, and yearning,  
True ambition burning,  
Lighting life o'er all the years.

II

Three steps lead us up to the door,  
Knowledge, Method, and Industry.  
And each step holds much in its store  
Each holds much for you and for me.  
As we climb the three steps we behold,  
'You may enter whenever you will.'  
Chorus:

III

Four pillars of strength holding high  
The triangle, "Success," our star  
Stretching up to the clear of the sky  
They guide us where ever we are.  
"Character," "Service," "Ability," lead  
To the Vision in word and in deed.

Chorus:

## WHAT A PARENT THINKS OF THE P. T. A.

The Parent-Teachers Association of the Elementary Department of the Normal School held its last meeting on the evening of January the fifth with an attendance of about forty parents. As a parent and in behalf of others who attended this meeting, I consider it one of the most interesting we have held.

The book, "The Child: His Nature and his Needs," that has been purchased by many members and others interested, is being discussed at each monthly meeting. Mr. T. J. Caruthers, teacher of Psychology and Mathematics and Supervisor of Rural Practice Teaching, gave a very interesting talk covering the second chapter, "The Child's Instincts and Impulses."

We will find, I am sure, that these lessons will be more interesting if we follow them up. Let us have a fuller attendance and thus prove how interested we are in the welfare of our children by having the benefit of hearing the teachers from the normal school discuss these subjects.

Let's make the next meeting "All Present," then the sandwiches and coffee won't go to waste either.

Mrs. John L. Morris,  
Member P. T. A. Association.

E. G. Davis Candy Co.  
Wholesale Confectioners  
SALISBURY, MD.

Distributors:  
LOWNEY CHOCOLATES  
BAGGETTS CHOCOLATES  
MAXWELL HOUSE COFFEE  
"Good to the last drop"

TRY

The Toulson Drug  
Company

For  
QUALITY & SERVICE

Phone 176 109 Main St.  
SALISBURY, MD.

Everything for the

OFFICE

SCHOOL SUPPLIES

DRAWING MATERIALS

White & Leonard  
Salisbury, Maryland

Black and White Taxi

PHONE 90

Office: Wicomico Hotel

DORWIC  
CAPSOLES

For Neuritis and Rheumatism  
For Sale at Drug Stores or Sent  
Postpaid upon Receipt of Price  
\$1.25

L. W. Windsor Co.,  
Salisbury, Md.

Visit Our February

FURNITURE SALE

Wide Reduction of from

20 to 40%

Home of R. C. A. Radiolas, Atwater-Kent Radios, Brunswick Panatropes and Radiolas and Orthophonic Victrolas.

Feldman Bros  
HOME FURNISHERS

112-114 Dock St. Salisbury, Md.



## Holly Stickers

Miss Wilson—"What are the four principal crops of the U. S.? There are four: corn, wheat, and cotton. What is the fourth one?"

Mildred Stevens—"Cattle."

Phyllis—"Grace, do you know who wrote Gray's Elegy?"

Grace—"Let me think." "No, I don't."

Phyllis—"Gray."

Mae Jones was called upon to sing in music class. The title of the song was, "May Is Here." After she had finished the first verse Miss Feidler said: "We knew that before you sang."

A remark of Marian Brinsfield's in Assembly gave us a very definite impression of the Hurlock Senior Class.

Miss Brinsfield—"At the time I went to speak, the Senior Class were the only ones VACANT."

Miss Jamart (in Hygiene Class)—"Why is an Artesian well so called?" After receiving several foolish answers she said, "It was the name of the man who discovered it."

"BRAINS" ???

Margaret Hankins (walking past a pile of tin cans near the school)—"Oh, look what we have eaten this year."

Miss Mildred Powell (in Biology Class)—"Why does the Government protect foxes and keep people from killing them?"

Clara Jones—"So that the inhabitants may catch them and use the fur."

Miss Wilson (writing on the board the names of men of the Middle Ages. After the class had given all they remembered)—"I am expecting to hear from a barbarian."

Miss Krackowizer (in Science Class)—"Have you noticed any difference in the length of the day?"

Annabelle Cooper—"I have noticed the evenings being shorter."

Maurille Insley—"Ellis, did you ever go to a country school?"

Ellis—"Sure, why?"

Maurille—"Oh, goodness! All great men come from the country."

### Interpreter Needed

Miss Wilson (After frantically making out her week's schedule of work found she had only 50 minutes for which she could not account, exclaimed to Miss Matthews)—"What time have I left, will you please tell me, for improving my mind?"

Miss Matthews (Promptly but absentmindedly)—"Mind! You have none!"

### Riddle

This riddle was asked a boy member of the Jr. Class:

"I have two bright eyes

I have four soft feet

I have a warm brown coat

I like to run and jump

I like to eat nuts

I live in a hollow tree

What am I?"

His answer was—"An elephant."

### Question

Boy A—"Why do blushes creep over girls' faces?"

Boy B—"Because if they ran they would kick up too much dust."

### VISION + REALIZATION = SALISBURY NORMAL + US

The significance and truth of the statement, "A Great Institution is but the lengthened shadow of a single man," has been gradually dawning upon us. As we have perceived from time to time the expression of victory, as well as satisfaction and delight on the countenance of our principal, Mr. William J. Holloway, we believe that he is seeing the shadow of his efforts lengthen. Has this school not lengthened from the world of anticipation and dreams into the

realm of reality and truth? We who know with what diligence and perseverance Mr. Holloway has overcome difficulties which threatened to impede, can share with him the joy and exultation of another vision.

The Governor of our State, Albert C. Ritchie, has recommended to Legislature that an appropriation of \$300,000 be provided to make our vision become a more complete realization. It is thought this money will be sufficient to construct the administration building, which will contain the administrative offices, the auditorium, and the gymnasium. However, this money is not available until February 1928. The construction will not begin until Christmas of next year.

"Every institution that has contributed to American progress," said Theodore Roosevelt, "has been built upon the initiative of a single individual."

When defeat, perhaps, on several occasions would have quenched the enthusiasm of a Napoleon, our principal still worked on and on, using the vision as his incentive, letting nothing thwart his efforts or the spirit of his hopes and dreams.

We, with him, have shared and are sharing the victory. His relentless spirit has made him conqueror. However, we must continue to work with Mr. Holloway, thus making the shadow more plainly visible.

The quiet peace and surroundings of our school were commented upon by our Governor. He, we know, shares our pride in this institution.

Let us be up and doing to further, higher things convincing our inner conscience that we are not hearers only, but others hoping at last to hear our Master say: "Well done thou good and faithful servant." It is then, and not until, that the actual realization of this great work of ours, as Rural School Teachers, will have its greatest significance and the influence of this institution will have become productive of its greatest good.

Grace Hallam.

## STOLTZ

247 Main Street  
SALISBURY, MD.

W. E. Sheppard & Co.

WHOLESALE  
GROCERS

SALISBURY, MD.

## Sanitary Beef Co.

Beef, Pork, Lamb, Veal And  
Smoked Meats  
Telephone 60 307 Main St.

Compliments of  
Paul E. Watson & Co.  
Makers of "El Mardo Cigars"

## Buffalo Confectionery

Home Made Candies  
Something Always Fresh  
LIGHT LUNCHES

DRUGS SUNDRIES  
TOILET ARTICLES

Windsor Drug Co. Inc.,  
Camden and Dock Streets  
Salisbury, Md.

## Camden Grocery

O. C. HEATH, Proprietor

Fancy Groceries  
SMOKED MEATS,  
PROVISIONS

FRUITS and VEGETABLES

CAMDEN AVE, AT BRIDGE  
PHONE 1081  
SALISBURY, MD.

## We Fit Your Feet

So that your Feet won't  
be on your mind. Try us.  
Be convinced

## E. HOMER WHITE SHOE CO.

Look for "BIG SHOE"

## YELLOW TAXI

PHONE 46

L. D. Collier Drug Co.

We Serve Good Drinks At Our  
FRIGIDAIRE FOUNTAIN

## THE HOLLY LEAFLET

Edited by  
The Elementary Department  
STAFF

Editor ..... Imogene Caruthers  
Secretary ..... Eloise Doody  
Business Manager ..... Billy Long

### REPORTERS:

Third Grade ..... Pauline Long  
Fourth Grade ..... Eleanor Long  
Fifth Grade ..... Edwin Hobbs  
Sixth Grade ..... Calvin Grier  
Seventh Grade ..... Seymour Sachs

Pupils of the upper grades of the elementary school have been much interested in writing stories. The introduction of a short story written by pupils of these grades follows:

### The Most Interesting Part of My Vacation.

On the first day of my vacation I was awakened by everybody talking and laughing. I got up and dressed and went down stairs. The company had arrived. It was very dark and we could not go out and play, so we played with the marbles until it was light. Later during vacation I made a boat out of a cheese box. When it was finished I painted it. We sailed it in the bath tub, and had fun.

Wade Caruthers. Grade 4.

Jack Frost came last night.  
He painted my windows frosty white;  
He painted mountain and plain;  
He painted a milky lane;  
He painted a house and farm;  
He painted an out-stretched arm;  
He painted everything for me  
As pretty as could be.

Evelyn Eckstrom. Grade 4.

When the evening lamp is lit  
Beside the blazing fire I sit  
While my mother reads to me,  
Stories about lions and rabbits  
And all their habits.  
She reads about the Bob-O-Link  
And roses red and pink.  
I love my mother sweet and kind  
With happiness she fills my mind.

Evelyn Eckstrom. Grade 4.

## How the Seventh Grade is Studying Africa.

We don't know much about Africa, and we really didn't want to study much about it when the idea was yet young in our heads. Long drawn out sighs were heard over most of the class when we were informed of our waiting duty, because we had studied Africa once before. "What European countries are interested in Africa, and for what purpose?" was our major problem. "How shall we answer that in the most interesting way?" was the next question brought up. Everybody scratched his or her head in vain, but no answer. But the one who always helps us over the racks, the one who teaches our classes, suggested something that went.

"Let's plan to build a railroad from Cape Town. First, the difficulties such as swamps, deserts, mountains, rivers, etc. Second, material for building purposes. Third, good labor. Fourth, where the money will come from."

Now the deep sighs have sought better quarters, and the hands which were formerly used to scratch heads are busily working with pencil tracing the route from Cape Town to Cairo.

Imogene Caruthers. Grade 7.

### Attention! Attention!

In this school, as in every other school, we have an attendance problem. Teachers and Parents have tried in every way to have the attendance chart reach the highest possible point. We use many schemes in our room to help this situation.

For the month of January we are staging a snow ball battle. On a large chart little figures are cut to represent each pupil, boys on one side, girls on the other. The object is to have the smallest number of "hits." Snowballs are pasted on the pupil staying home, that pupil being hit. This is arousing much interest and cooperation.

Seymour Sachs, Grade 7.

## Ootkin Purrington Caruthers

I have a new black kitty  
His eyes have a yellow hue  
The blackest black kitty ever seen  
He shines like morning dew.  
His voice is loud and lasting  
His growl is fierce and long;  
But when he's a happy kitty  
He sings his purring song.  
This kitty used to roam and stray  
Me-ow Me-ow around  
But now he lies in honor  
Instead of on the ground.  
Nights when he's gone down the  
basement

Amid the mice piled deep  
We hear a pounce and a hastening  
Which wakes us in our sleep;  
And then we hear him chewing  
His mouses with great speed  
And in the morning of breakfast  
He really has no need.

He me-ows around the table  
Asks if he might eat.  
Oh yes, we slip him bread and crumbs  
And his menu's quite complete.

Our kitty's name is Ootkin  
And Purrington you know  
Caruthers is the last one  
Oh, yes, indeed that's so.

Do you want to hear why Ootkin  
Got in our house so quick?  
Just listen, I'll tell you  
How he got in so slick.

Well, one cold, cold morning  
We located a bright grey mouse  
So on a cold, cold morning  
We brought "Oot" in the house.

We took "Oot" in the closet  
He caught a mouse in there,  
But you have to work your way in the  
world

If you want to get anywhere.  
Imogene Caruthers. Grade 7.

### Around the World

If around the world I should go  
I'd stop at the land of ice and snow.  
I'd be drawn on a sled  
With a fur cap on my head.  
I'd live in a house of snow  
And hear the cold wind blow.  
In summer time I would go to where  
the wind doesn't blow;  
I'd go back to United States and play  
with my old playmates.

Leslie Purnell. Grade 4.